

# Accessibility Plan



2021 - 2023

<b>Approved by:</b>	Governing Body	<b>GB approval date:</b> 21 September 2021
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### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to promoting a learning and teaching environment for all that embeds the values of inclusive educational practices. We aim, through a child-centred approach, to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

### 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

#### Improving the Physical Environment

Target	Strategies	Timescale	What will success look like?
Be aware of the access needs of disabled children, staff, governors and parents/carers	<p>Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process, including Emergency Plan</p> <p>Reduced height of counter to main office to allow wheelchair access.</p> <p>Fixed hoist in place in KS1 and KS2 toilet and mobile hoist available.</p> <p>Alternate Year 5 and 6 classrooms according to need as no wheelchair access to first floor.</p> <p>Foldable wheelchair in stockroom.</p>	As required and on-going	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>All pupils, parents/carers and staff have access to all areas in and around school (except 1<sup>st</sup> floor classrooms)</p>
Improve playground environment with inclusive play equipment	<p>Capital match funding bid for roundabout in KS2 playground for inclusive play.</p> <p>Removal of unsafe play equipment and replace wetpour.</p>	summer term 2021 – autumn term 2021	<p>Safe playground with inclusive play equipment to include roundabout with wheelchair access.</p> <p>Possible playground markings for morning mile.</p>
Development of library space to create multi-functional sensory room	Capital match funding bid for partition doors in the library to create a second room. Room to be used for physiotherapy, sensory space and quiet area for pupils requiring social and emotional support.	autumn term 2021- spring term 2022	Wide door and ramp will allow all pupils, including those in a wheelchair, to access the sensory room and will benefit from a dedicated therapeutic space.
Maintain safety for visually impaired people	Check if any children have a visual impairment resulting in additional needs	Annually, and as new children join the school	<p>Visually impaired people feel safe in school grounds.</p> <p>Yellow step edges maintained as needed throughout the school year.</p>

	<p>Check exterior lighting is working on a regular basis (replaced and improved through carpark)</p> <p>Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate</p> <p>Maintain yellow high visibility strips on all steps</p> <p>Maintain all fire safety alarms and complete fire drills termly.</p>	throughout the year	Daily SSO checks for clear, obstruction free corridors. Culture of vigilance adopted by whole school community.
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear	Daily	All disabled staff and pupils have safe exits from school and fire drills are carried out termly. Post-drill analysis after every evacuation to reflect and improve practice.
Accessible car parking	Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school	On-going	There is a place for disabled members of staff and visitors to park throughout the school day.

### Improving Curriculum Access

Target	Strategies	Timescale	What will success look like?
Ensure the curriculum meets the needs of all pupils.	<p>Increase the extent to which SEND pupils can participate in the curriculum through provision of child-centric and tailored curriculum provision.</p> <p>Support learning with social and communication initiatives including speech and language therapy.</p>	On-going with termly learning passport reviews	<p>Learning Passports are in place for pupils with SEND and termly reviews with the child and parents/carers mean that needs are being met to support learning.</p> <p>Referrals for support to external bodies are timely and funding is being received quickly and appropriately from the Local Authority.</p>
All school visits and trips to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability and risk assessments carried out	On-going	All pupils are able to access all school trips and take part in a range of activities, including the school residential in Year 6.
SEND children can access lunchtime and after school activities	Ensure communication with after-school and lunch time club provider supports all pupils to access all clubs.	As required	SEND children are able to participate fully in out of school activities.

#### **4. Monitoring arrangements**

This document will be reviewed at least every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality Policy
- Special educational needs (SEND) information report and policy
- Supporting pupils with medical conditions